FACTS ABOUT PUBLIC SCHOOLS
IN RELATION TO
VOCATION

HILL

THE COMMISSION COUNCIL,
NEW ORLEANS
1914

Harold J. Abell

Part One

Vocational Survey

FOR

The Isaac Delgado Central Trades School

Facts About the Public Schools of New Orleans in Relation to Vocation

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BY

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New Orleans

Published by the

Commission Council, New Orleans

June 1914

LETTER OF TRANSMITTAL FROM THE SUPERINTENDENT.

Office
SUPERINTENDENT PUBLIC SCHOOLS
Municipal Office Building

New Orleans, June 27, 1914.

Sirs: I have the honor to transmit Part One of the report on the Vocational Survey for the Isaac Delgado Central Trades School for Boys. This survey is being made by the Division of Educational Research of the Department of Superintendence of the Public Schools, as provided by the Commisison Council in Ordinance No. 608, approved July 15, 1913.

In undertaking a work of such vital significance to this city as the establishment of a trades school of the magnitude made possible by the bequest of Mr. Delgado, it is of the highest importance that preliminary studies be made in order that the school when established may most effectively meet the needs of the community and best serve the interests of the boys who will attend it. There is great interest in this community and throughout the country in matters pertaining to vocational education. For this reason, I recommend that the accompanying manuscript, prepared by David S. Hill, Director of Division of Educational Research, be published as a bulletin by the Commission Council.

Respectfully submitted,

J. M. GWINN,
Superintendent.

To the Commission Council.

LETTER OF TRANSMITTAL FROM THE DIRECTOR.

Office
DIVISION OF EDUCATIONAL RESEARCH
New Orleans, La., June 25, 1914.

The Commission Council,
New Orleans, Louisiana.

Gentlemen: I am transmitting herewith to you through the Superintendent of Schools the first portion (Part One) of the results of the vocational and educational survey preparatory to the establishment of the Isaac Delgado Central Trades School for Boys. It is entitled

Part One,
Vocational Survey,
For
The Isaac Delgado Central Trades School.
Facts About the Public Schools of New Orleans in Relation to Vocations.

The attached manuscript (Part One), the present letter, and the various materials and data referred to below as concerning the Delgado School, are herewith made a part of the required report to the Commission Council in accordance with Ordinance No. 608, Section 2. The other materials not actually attached herewith are available in the office of the Division of Educational Research, as explained herein.

A portion of my time and that of my assistants has been devoted to the clinical study of children and to other work within the routine of the public schools.

I desire now to designate the activities to date of the Division of Educational Research with reference to the proposed Delgado School and also to indicate the nature and location of the materials referred to above.

1. For some 90 factories or industries employing labor the writer by personal visitation of factories and plants, or by conferences, has collected data concerning occupations, processes, number and wages of workers. These data from local industries, when supplemented by more complete information, should be of value in adjusting the curricula and the equipment of the Delgado School to the needs and opportunities of New Orleans.

Written records of each of the visits of inspection and of the conferences, and replies received by mail, are contained in Files No. 1 and No. 2, in the Division of Educational Research.

2. In behalf of the Delgado School a journey of inspections at the expense of the writer was completed during September, 1913, to trades schools in Portland, Oregon; Milwaukee, Wisconsin; Rochester, New York; Albany, New York; New York City; Boston, Massachusetts; Worcester, Massachusetts.

A report upon this first journey was transmitted to you on October 23, 1913, entitled:

"Preliminary Notes on Isaac Delgado Central Trades School, Vocational Education in New Orleans and the Proposed Work of the Department of Educational Research."

A copy of these notes of October is included in the present report. (See File IV.)

3. A collection of reports of commissions on vocational education, monographs on this subject, and of descriptions of trades schools—buildings, equipment and curricula—in Europe and America, has been made. Typical schools are represented in the present collection, which is contained in book shelves 1 and 2, of the Division of Educational Research.

4. At the expense of the City, during May, 1914, a second journey of inspections of trades and other schools was undertaken, including:

David Ranken, Jr., Trades School, St. Louis, Missouri.
Williamson Free School of Mechanical Trades, Pennsylvania.
Wentworth Institute, Boston, Massachusetts.

These three schools, with the Worcester School, are believed to represent the best existing type of trades schools in the United States. Data concerning these schools are available.

5. During the journey, the data collected to date in furtherance of the Delgado Study were reviewed in New York City and Washington by a committee of the National Society for

the Promotion of Industrial Education. Commendation and criticism of our work were received from this committee. The following gentlemen spent several hours in going over the material:

Mr. C. A. Prosser, Secretary the National Society for Promotion of Industrial Education.

Mr. C. R. Richards, Director the Cooper Institute.

Dr. Leonard Ayres, The Russell Sage Foundation.

6. Upon invitation the writer appeared in Washington before the Federal Commission on Vocational Education and presented an argument for federal aid of vocational education in cities in general, and of the Delgado School in particular. An abstract of the remarks presented is contained in File IV.

7. Data have been collected from some 1400 boys and men, wage earners, in the night schools. This information is analyzed in the accompanying report. The original data are contained in Package A. A detailed tabulation of the data comprising statements concerning each pupil is contained in Package B.

8. Similarly, with the help of teachers, data have been collected and systematized, ready for publication, from practically all of the thirteen-year-old boys in New Orleans schools, concerning occupations of fathers, aptitudes of the boys for trade work, etc.

This information, contained in the accompanying report, is found in detail in the responses. (Package C.)

9. In order to ascertain for every school and for each grade in the schools the exact status with regard to school progress, a complete analysis for each school in the City has been completed. The results (some 90 pages) have been put in the hands of principals and superintendents and are ready for publication, together with city averages and deviations in each case. The material has also been graphically represented.

10. A study of elimination. Miss Railey has undertaken to study individually the reasons for the withdrawal of children from three schools, the Nicholls, the Paulding, and the St. Philip. She has completed the work in the Paulding and St. Philip, and for the first term in the Nicholls. Written re-

ports in each case are in the hands of the Superintendent. This study of elimination marks the beginning of an investigation to ascertain the causes of the expensive evil of elimination in New Orleans. Copies of her report are contained in File IV.

11. Some one dozen kinds of blank forms to be used by the Division in the vocational survey and also in other investigations have been devised and put into use. A complete set of these forms is contained in File V.

12. Considerable correspondence with educators and experts in education has been carried on. This includes suggestions regarding legislation. The correspondence is in File VI.

13. A conference with Secretary of the Navy Daniels, and with Admiral Blue, in addition to correspondence, was had with reference to the possible establishment as a department of the Delgado School of a nautical department for the training of petty officers, machinists and seamen for the navy and for the merchant marine.

This correspondence, and reports and data relating to the best known nautical schools, are contained in File VII.

14. A study of the nature and care of delinquent boys, a study of some 350 pages, has been prepared and placed in the hands of the Commission Council.

This work was done with the help of Dr. Edmund Moss, who organized a corps of physicians to complete one aspect of the study, and also by Miss Mary Railey who did all of the work of investigating court records and personal histories.

15. During March, 1914, an oral report was made to the Commission Council. An abstract of this oral report is contained in File IV. Various other memoranda have been prepared, e. g., on February 13, 1914, Principles Suggested Preliminary to Choosing a Site for the Delgado Trades School. (See File IV.)

In submitting this report to date I suggest that the manuscript (Survey, Part One) be put into printed form at an early date. I am,

Respectfully yours,
DAVID SPENCE HILL, Director.

CONTENTS.

TABLES AND CHART.

INTRODUCTORY CONSIDERATIONS.

The Gift of Isaac Delgado.

It will be forever a living tribute to the life of Isaac Delgado that the people will remember him as the first giver to them, in the largest city of the South, of a considerable sum for the establishment of a trades school for boys. It is evident that he perceived the great needs of thousands of boys who leave the grades of our public schools utterly unprepared for earning a livelihood, immature, destined therefore to failure. The wishes of the benefactor were simple and direct and the terms of the gift, aggregating now some eight hundred thousands of dollars, are plain:

Codocil No. 1.

New Orleans, October 11, 1909.

"I, Isaac Delgado, declare the following to be a codicil or addition to my foregoing last will and testament of January third, 1909, and to be a part of my last will and testament, to wit: The residue of my estate I give and bequeath unto the City of New Orleans for the establishment of a Central Trades School in which the boys of the grammar grades of the Public Schools can be taught a trade in this school to be called the Isaac Delgado Central Trades School.

"I desire the fund donated by me to be used entirely in the establishment of the above-mentioned school and its permanent equipment, and I expect the City of New Orleans to provide for the teaching force and the annual maintenance of the said school. Thus have I, in my own handwriting, entirely written, donated and signed the above as part of my said last will and testament.

"ISAAC DELGADO."

Another codicil, No. 4, provides a donation of $100,000 to establish a fund to aid the administrators of the Charity Hospital of Louisiana in providing general revenue to be expended in the maintenance, repair and improvement of the Delgado Memorial Building at the Charity Hospital. It is provided that:

"In the event that the said fund or its annual revenues cannot be used for the purpose herein provided because of the failure on the part of the Board of Administrators of the Charity Hospital of New Orleans to comply with the terms and conditions of my letter of November 5th, 1906, or should the Board of Trustees herein constituted be of the opinion that the said 'Delgado Memorial' is not being administered in accordance with the conditions of my letter written at the time of the founding of said 'Delgado Memorial,' then the said Board of Trustees herein constituted shall be authorized and are directed to use the annual revenues of said fund for the aid and development of the institution to which I have donated the residuum of my estate, so long as said condition shall exist, but said trustees shall again use said fund and its revenues for the benefit of the Delgado Memorial at the Charity Hospital, as soon as the terms of my letter of Nov. 5, 1906, are again complied with by the Board of Administrators of the Charity Hospital. ISAAC DELGADO."

Reasons for This Study Preliminary to Establishment.

In carrying out the wishes of Mr. Delgado expressed thus simply but in general terms, it would have been an easy matter to buy land, erect imposing buildings, select teachers from scores of applicants, and then call the result a trade school. In a community where no trade school exists and where as concerns trade schools there are practically no men with thorough training or experience in the organization and erection of trade schools, or teachers with both practical and theoretical preparation in trade school work, such a course inevitably would have entailed the waste of thousands of dollars and, educationally, the plant would have been a sham, however imposing the edifices. Experience in other cities where trades schools are in operation proves that, even with intensive efforts by specialists to study needs and to plan in advance, it is difficult enough to adjust effectively a proposed trades school to the needs of a community. The location, character and number of buildings should depend upon the character of the curricula and the trades to be taught. The curricula and the trades are to be determined partly by the nature and number of local industries and of existing schools.

It is an accepted view therefore that in establishing trades education it is economical and necessary to conduct adequate preliminary studies regarding such broad questions as the existing educational situation, what trades should be taught, the location of site, the character of buildings to be erected and the proper curricula to be adopted and the method of organization and control. If we elaborate these and other reasons for preliminary data-getting and study of same we have the following:

1. With regard to our own existing schools we desire facts useful in articulating the proposed trade school with existing conditions in our public schools. Particularly useful here are analyses of facts regarding enrollment, elimination, progress and repeating of boys in the grades, and regarding night schools.

2. To profit by the costly experience of some other cities it is necessary at first hand to observe various types of vocational schools outside of New Orleans. Inspections of plants, buildings, and equipment, collections of drawings, pictures, etc., are valuable in planning a new institution.

3. With regard to occupations with which we must be concerned in practical vocational training, we need:

(a) To ascertain what trades mostly need to be taught in New Orleans to promote the welfare of our industries and our youth.

(b) To ascertain something about the "blind-alley" or futureless occupation.

(c) To ascertain health conditions of different occupations, locally and in general.

(d) To direct the intelligent interest and coöperation of employers and employees with regard to local problems of vocational education.

(e) To find out how to offer new opportunities for the hundreds of unemployed boys now leaving the elementary schools.

(f) To ascertain how the industrial prosperity of our city may be promoted by means of vocational education.

4. Special problems must be looked into, as: site, finance, control, legislation, the training of delinquent boys, the feeble-

minded boy, proposed special departments, as nautical school, etc.

Action of the Commission Council of New Orleans.

The new Commission Council of New Orleans took measures to provide for a preliminary study of the kind described above, before attempting any development of the Delgado School. The formal means providing for this study is of interest to citizens of New Orleans and also to other cities that may be confronted by similar problems. At the time of the organization of the Division of Educational Research within the Public Schools, the Council agreed to turn over to this new department the matter of the vocational survey, as a first step in the establishment of the Delgado School, and an Ordinance was passed to this effect in July, 1913.

What is a Trades School? Terminology.

The trades school is a vocational school emphasizing preparation for definite, money-earning vocations in which an important factor is manual occupation. A true school of mechanical trades is not a manual training school, or a reform school, or a commercial college, or a high school dispensing languages, algebra and formal rhetoric, and it is not a preparatory school preparing boys for college or university. While all public education theoretically has been vocational, only recently has the trades school appeared with well-defined functions as a part of the system. It bears resemblance to the ancient guild schools and to forms of apprenticeship. A modern trades school to-day takes account both of changed conceptions regarding formal education and also the altered industrial and economic conditions affecting the mechanical arts and trades. It should give skill but also knowledge; it should develop a deft hand and an active brain; and with these should be combined feelings of ambition, altruism, civic pride, but the never-to-be-forgotten specific end is success in trade work. To all who would learn eventually a mechanical trade, the school should be attractive, to the sons of the poor and the rich.

It is necessary, in order to lessen the confusion regarding the nature and specific aims of vocational education, to agree upon the use of a terminology. The following statements ap-

proved by the National Society for the Promotion of Industrial Education, February, 1913, indicate various aspects of vocational education as we may refer to some of them in these pages.

"Vocational education includes all forms of specialized education, the controlling purposes of which are to fit for useful occupations.

"The fields of vocational education considered here are industrial education, agricultural education, commercial education, and household arts education.

"Industrial education denotes the field of vocational education designed to meet the needs of the manual wage-worker in the trades and industries and the household.

"Agricultural education is that form of vocational education which fits for the occupations connected with the tillage of the soil, the care of domestic animals, forestry, and other useful work on the farm.

"Commercial education denotes the field of vocational education designed to meet the needs of the wage-earner employed in such business and commercial pursuits as bookkeeping, stenography, typewriting, clerical work, salesmanship.

"Household arts education is that form of vocational education which fits for non-wage-earning occupations connected with the household.

"Vocational schools include all agricultural, industrial, commercial and household arts schools, the controlling purpose of which is to fit for useful occupations, and which deal with pupils above fourteen years of age and below college grade.

"An all-day vocational school is a school giving training to young persons over fourteen years of age who can give one or more years to such preparation before entering employment.

"A part-time vocational school is a school for persons engaged in useful employment which affords instruction during a portion of the working time of the pupils that is supplementary to such employment.

"Evening schools or classes in industry or agriculture are schools or classes attended by persons over sixteen years of age, already engaged in useful employment, which provide instruction directly related to such employment.

"Evening schools or classes in household arts are schools or classes giving instruction in home-making to pupils over sixteen years of age, however employed during the day."

Scope of This Study.

The difficulty everywhere met is to weld the activities of the school to the life of the child and of the citizen. In that phase of education known as trade-education we need to learn at the outset some cardinal facts about our existing schools, and about our locally dominant and prospective occupations and industries. It must be considered also that a boy developed locally may eventually live elsewhere, so that in its benefits and application trade-training is fluid and must not be confined in scope by mere geographical limits.

The present introductory study, Part One, is concerned chiefly with facts about boys in our schools. It is intended in succeeding numbers of the Delgado Studies to present other classes of facts, in addition to discussions of important special problems, as:

1. Facts about industries in New Orleans which we have studied by personal visitation to typical factories and plants and by correspondence.

2. Facts obtained by visits to trades schools in other cities during the past year. Two journeys were made covering some seven weeks; one journey in September, 1913, and the other in May, 1914. Trades schools were studied especially in:

Portland, Oregon
Milwaukee, Wisconsin
St. Louis, Missouri
Rochester, New York
Albany, New York
New York City
Williamson, Pennsylvania
Worcester, Massachusetts
Boston, Massachusetts

II.

GENERAL FACTS ABOUT PUBLIC SCHOOLS IN NEW ORLEANS.

Opportunity Lacking for Education of Youth in Trades.

It is not necessary for us to produce proof that provision for training boys in mechanical trades is lacking in New Orleans. For boys there is no organized public trade school. Formal apprenticeship in most trades is dead or ineffective. Our industries languish partly on account of the lack of skill and knowledge able to transform raw material into products rich in quality and quantity. Skillful workers often compete on unfair terms with bunglers and the untrained. There are certain relevant facts about our schools that will be helpful in clear-thinking and in determining in advance the ideals, scope, organization and buildings of the Isaac Delgado Central Trades School for Boys, and which also emphasize the urgent need of vocational training of a definite character. A brief review of these facts concerning schools will now precede our consideration of the industries and occupations open to youth, particularly in New Orleans, and the later review of trades schools now existing in other cities and the presentation of special problems. These classes of facts all together should be helpful finally in adjusting the local trades school to the needs of youth and of industry.

Successes and Failures of Schools and of Homes.

Hundreds of boys and girls successfully do the work of the schools, and become efficient men and women. Deplorable conditions in our schools should be attacked in a constructive spirit. Sometimes it is better to compare the records of a year with those of preceding years than merely with the records of other cities. At best the education of children and youth—the formal attempt to change human beings in accordance with some ideal—is enormously difficult both for the home and the school. Now that masses of children, scores of thousands in number, must be educated, it is becoming a recognized task for trained experts—not merely for men and women with popularity or poverty as a professional asset. In estimating the absolute failure of our homes and our schools in New Orleans to give the majority of boys a full common school (eighth grade) education, it does harm to overlook undeniable improvements in our school system or to ignore common difficulties met by the educator, but not entirely within his power

to remove. Some of the difficulties, general or special, confronted during the past ten years of development, are these: climatic conditions of humidity, heterogeneous population, including racial and religious differences, irregularities in attendance of pupils, tenure of incompetent teachers or officials, unsanitary schoolhouses now being remedied by the erection of good buildings, dependence upon opinion rather than upon investigation, meaningless statistics, unsuitable curricula and text-books, changes in laws and rules, inadequate money, the far-reaching effects of the Civil War felt even to-day. In enumerating some of the failures of the schools the citizen should consider the advances made in spite of such obstacles in the past. We believe it is right to call attention to this point before calling attention to any remediable failures in the coöperative effort between school and home, defects which cannot be ignored safely.

The Number of Boys Enrolled in the Fifth, Sixth, Seventh and Eighth Grades Is Relatively too Small in New Orleans.

A consideration of the distribution of enrollment for boys in the different grades during the two years makes plain this fact. Among the white boys the falling off is very marked after Grades IV, V and VI; among the colored boys the disparity is great after Grade I and again after Grade III.

Table I.

White Boys Enrolled in Public Schools (September).

	Numbers	
Grades—	1911-12.	1912-13.
I	3,010	2,825
II	2,453	2,383
III	2,442	2,412
IV	2,197	2,197
V	1,590	1,608
VI	1,005	1,146
VII	650	680
VIII	421	458
Total	13,768	13,709

Table II.

Colored Boys Enrolled in Public Schools (September).

Grades—	Numbers — 1911-12.	1912-13.
I	1,315	1,365
II	901	839
III	722	697
IV	402	441
V	186	235
VI	95	83
VII	.....	.....
VIII	.....	.....
Total	3,621	3,660

Tables I and II do not indicate merely the elimination or dropping out of boys in the upper grades. The figures also show the presence of the repeater in the classes. He is not promoted, remains in a lower class, contributing to the overcrowding there, until finally he is eliminated from school.

Progress of All of the Children in Our Elementary Public Schools.

The slow progress and maladjustment of boys to age and grade may be due to three kinds of factors, acting together or singly to retard the child:

1. Failures on the part of the home, including failure to secure attendance.
2. Failures on the part of the school, whether as concerns teachers, courses of study, methods or equipment.
3. Defects, physical, mental, or moral, in the child.

Our first duty is to ascertain the facts regarding progress of children in our schools. We have ascertained singly for each school in the city, and for each grade of each school, the facts about progress, repeating, etc. A statement for each school has been prepared. We present here the facts for the city as a whole. It is the first time, we believe, that such a complete analysis of this group of facts has been printed for a large city school system.

In Table III the averages for the city are found by dividing the number of children of each required group by the total number enrolled in the grade. Chart I graphically represents this analysis for all of our elementary (white) schools.

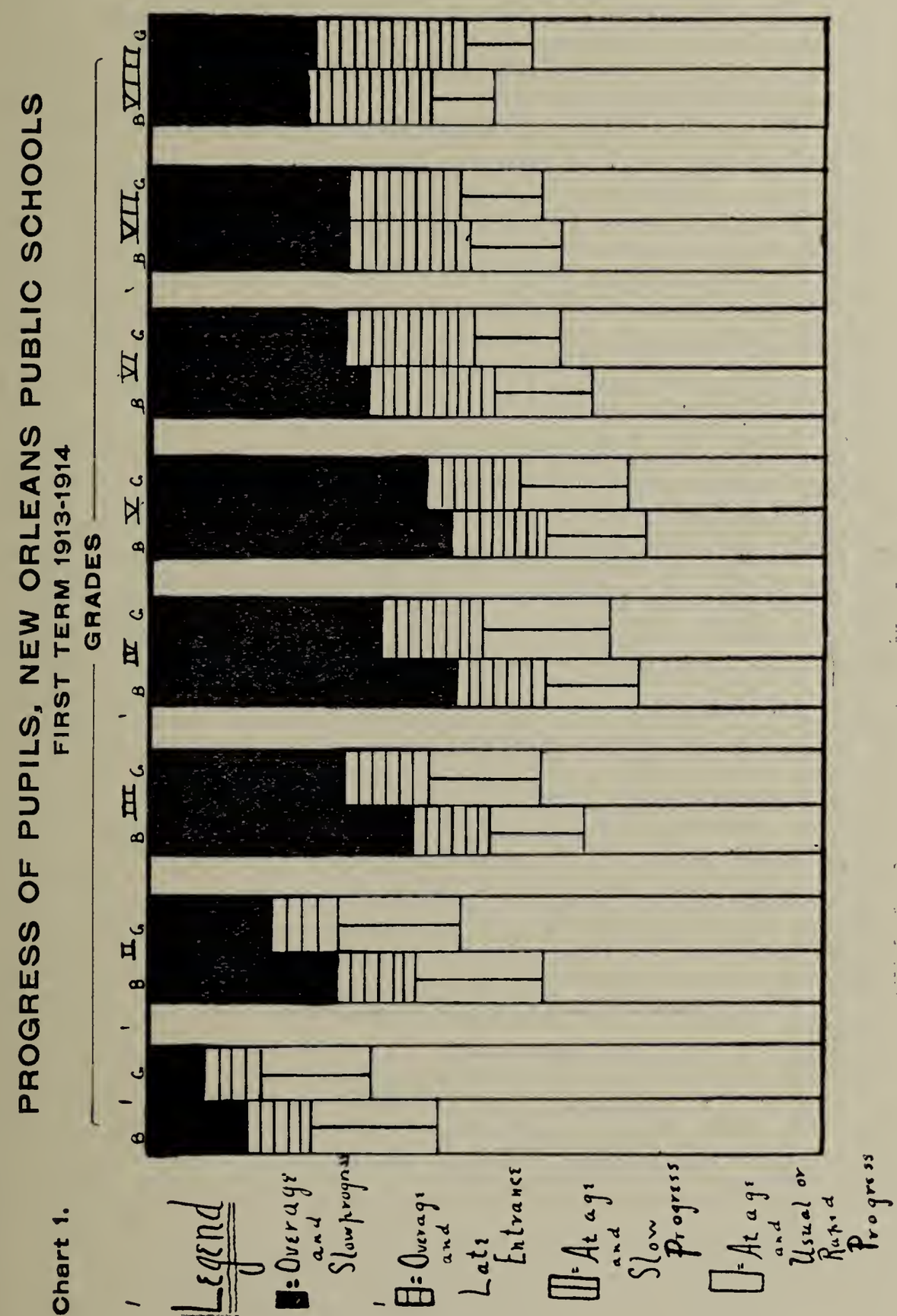

Chart 1.

[Department of Educational Research, Public Schools, New Orleans. FORM K.

TABLE III

GROUP ANALYSIS: PROGRESS, REPEATING, ENROLLMENT, BEGINNERS

Averages for White Schools — **First Term, 1913-1914**

Number in each group / Grade enrollment = Per cent

ELEMENTARY SCHOOL GRADES AND CITY AVERAGES

		Percentages this school	City averages, percentages	A. D. for City		Percentages this school	City averages, percentages	A. D. for City		Percentages this school	City averages, percentages	A. D. for City		Percentages this school	City averages, percentages	A. D. for City		Percentages this school	City averages, percentages	A. D. for City		Percentages this school	City averages, percentages	A. D. for City		Percentages this school	City averages, percentages	A. D. for City	
		I				II				III				IV				V				VI				VII				VIII			
AT AGE usual or rapid progress	B	----	57	--	--	----	43	--	--	----	34	--	--	----	26	--	--	----	27	--	--	----	33	--	--	----	43	--	--	----	50	--	--
	G	----	67	--	--	----	51	--	--	----	43	--	--	----	32	--	--	----	28	--	--	----	37	--	--	----	42	--	--	----	45	--	--
AT AGE slow progress	B	----	19	--	--	----	19	--	--	----	15	--	--	----	15	--	--	----	15	--	--	----	17	--	--	----	14	--	--	----	10	--	--
	G	----	16	--	--	----	19	--	--	----	17	--	--	----	17	--	--	----	20	--	--	----	13	--	--	----	11	--	--	----	10	--	--
OVER AGE late entrance	B	----	9	--	--	----	10	--	--	----	13	--	--	----	11	--	--	----	12	--	--	----	14	--	--	----	11	--	--	----	18	--	--
	G	----	8	--	--	----	10	--	--	----	10	--	--	----	11	--	--	----	9	--	--	----	18	--	--	----	17	--	--	----	21	--	--
OVER AGE slow progress	B	----	14	--	--	----	28	--	--	----	38	--	--	----	47	--	--	----	45	--	--	----	36	--	--	----	31	--	--	----	22	--	--
	G	----	10	--	--	----	19	--	--	----	31	--	--	----	39	--	--	----	43	--	--	----	33	--	--	----	30	--	--	----	24	--	--
REPEATING work of last term	B	----	22	--	--	----	17	--	--	----	16	--	--	----	17	--	--	----	12	--	--	----	12	--	--	----	2	--	--	----	3	--	--
	G	----	17	--	--	----	13	--	--	----	12	--	--	----	15	--	--	----	11	--	--	----	9	--	--	----	3	--	--	----	2	--	--
ACCUMULATED repeating	B	----	33	--	--	----	47	--	--	----	53	--	--	----	62	--	--	----	60	--	--	----	53	--	--	----	43	--	--	----	32	--	--
	G	----	27	--	--	----	38	--	--	----	48	--	--	----	56	--	--	----	63	--	--	----	46	--	--	----	41	--	--	----	32	--	--
ENROLLMENT	B	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--
	G	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--
BEGINNERS	B	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--
	G	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--

NOTE—**Slow progress** may be due to: (1) factors in the **home** and other environment; (2) factors in the **school**, as course of study, teachers, buildings, playmates, etc.; (3) physical or mental factors in the **child**.

The method of computation of city averages in Table III differs from the method used for Table IV. Table IV contains also the record of one school, the Crossman. It shows in percentages the analysis for all the white schools of the City of New Orleans, but the city averages are computed from the status of each grade, considered as a unit. The average deviation has been found in each case, it being the average of the variations in the different schools from the central tendency (average) of the city. This system of exhibiting together (1) local (school or grade) percentage, (2) city average, and (3) average deviation, affords a standardization based not upon opinion but upon objective conditions.

TABLE IV

GROUP ANALYSIS: PROGRESS, REPEATING, ENROLLMENT, BEGINNERS

Crossman School — **First Term, 1913-1914**

ELEMENTARY SCHOOL GRADES AND CITY AVERAGES

		I				II				III				IV				V				VI				VII				VIII			
		Percentages this school	City averages, percentages	A. D. for City		Percentages this school	City averages, percentages	A. D. for City		Percentages this school	City averages, percentages	A. D. for City		Percentages this school	City averages, percentages	A. D. for City		Percentages this school	City averages, percentages	A. D. for City		Percentages this school	City averages, percentages	A. D. for City		Percentages this school	City averages, percentages	A. D. for City		Percentages this school	City averages, percentages	A. D. for City	
AT AGE usual or rapid progress	B	63	58	12	--	62	42	12	--	35	35	8	--	34	28	10	--	24	27	10	--	32	35	13	--	24	39	11	--	14	50	13	--
	G	73	67	13	--	70	54	14	--	56	42	13	--	51	31	12	--	28	29	11	--	26	39	12	--	28	43	11	--	23	44	11	--
AT AGE slow progress	B	17	19	7	--	11	18	7	--	26	14	6	--	9	14	5	--	14	15	7	--	19	14	6	--	12	13	7	--	14	9	4	--
	G	10	17	8	--	19	18	7	--	16	17	7	--	12	19	10	--	30	16	6	--	21	13	6	--	11	12	5	--	6	10	6	--
OVER AGE late entrance	B	8	9	5	--	7	11	6	--	----	11	6	--	11	12	7	--	14	13	9	--	2	18	10	--	21	18	9	--	18	18	8	--
	G	8	8	4	--	5	10	5	--	9	12	6	--	13	15	9	--	15	13	10	--	8	19	10	--	17	16	6	--	32	22	9	--
OVER AGE slow progress	B	13	14	6	--	20	30	13	--	39	40	14	--	45	45	14	--	47	44	12	--	47	34	9	--	42	30	11	--	55	24	10	--
	G	8	9	4	--	5	18	7	--	20	29	11	--	24	35	11	--	27	41	14	--	45	30	11	--	45	30	12	--	39	23	9	--
REPEATING work of last term	B	14	20	9	--	0	17	8	--	14	17	9	--	7	17	9	--	9	14	8	--	4	7	4	--	3	2	2	--	0	4	1	--
	G	10	19	9	--	9	13	6	--	----	12	7	--	6	17	10	--	3	11	7	--	1	9	6	--	0	4	2	--	0	2	1	--
ACCUMULATED repeating	B	30	33	12	--	31	48	15	--	65	54	13	--	54	59	13	--	62	59	12	--	66	48	12	--	54	43	15	--	69	33	13	--
	G	18	26	13	--	24	36	12	--	36	46	14	--	35	54	14	--	57	57	15	--	66	43	15	--	56	42	13	--	45	33	11	--
ENROLLMENT	B	----	----	64	--	----	----	--	45	----	----	--	57	----	----	--	44	----	----	--	76	----	----	--	47	----	----	33	--	----	----	--	22
	G	----	----	60	--	----	----	--	57	----	----	--	45	----	----	--	51	----	----	--	71	----	----	--	77	----	----	47	--	----	----	--	31
BEGINNERS	B	69	50	--	--	2	----	--	--	0	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--
	G	75	51	--	--	0	----	--	--	2	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--

NOTE—**Slow progress** may be due to: (1) factors in the **home** and other environment; (2) factors in the **school**, as course of study, teachers, buildings, playmates, etc.; (3) physical or mental factors in the **child**.

Tables V and VI show similar facts for the colored schools. Table VI includes the record of the large Thomy Lafon School.

TABLE V

GROUP ANALYSIS: PROGRESS, REPEATING, ENROLLMENT, BEGINNERS

Averages for Colored Schools — **First Term, 1913-1914**

Number in each group / Grade enrollment = Per cent

ELEMENTARY SCHOOL GRADES AND CITY AVERAGES

		I			II			III			IV			V			VI			VII			VIII		
		Percentages this school	City averages, percentages	A. D. for City	Percentages this school	City averages, percentages	A. D. for City	Percentages this school	City averages, percentages	A. D. for City	Percentages this school	City averages, percentages	A. D. for City	Percentages this school	City averages, percentages	A. D. for City	Percentages this school	City averages, percentages	A. D. for City	Percentages this school	City averages, percentages	A. D. for City	Percentages this school	City averages, percentages	A. D. for City
AT AGE	G	----	38	-- --	----	12	-- --	----	8	-- --	----	12	-- --	----	7	-- --	----	16	-- --	----	11	-- --	----	----	-- --
usual or rapid progress	G	----	33	-- --	----	16	-- --	----	8	-- --	----	10	-- --	----	11	-- --	----	11	-- --	----	15	-- --	----	----	-- --
AT AGE	B	----	7	-- --	----	5	-- --	----	6	-- --	----	4	-- --	----	11	-- --	----	2	-- --	----	----	-- --	----	----	-- --
slow progress	G	----	11	-- --	----	6	-- --	----	6	-- --	----	5	-- --	----	4	-- --	----	5	-- --	----	2	-- --	----	----	-- --
OVER AGE	B	----	32	-- --	----	52	-- --	----	36	-- --	----	33	-- --	----	37	-- --	----	48	-- --	----	58	-- --	----	----	-- --
late entrance	G	----	27	-- --	----	41	-- --	----	27	-- --	----	36	-- --	----	41	-- --	----	52	-- --	----	53	-- --	----	----	-- --
OVER AGE	B	----	23	-- --	----	32	-- --	----	49	-- --	----	51	-- --	----	44	-- --	----	34	-- --	----	31	-- --	----	----	-- --
slow progress	G	----	28	-- --	----	37	-- --	----	58	-- --	----	48	-- --	----	45	-- --	----	32	-- --	----	30	-- --	----	----	-- --
REPEATING	B	----	21	-- --	----	20	-- --	----	22	-- --	----	14	-- --	----	14	-- --	----	11	-- --	----	5	-- --	----	----	-- --
work of last term	G	----	24	-- --	----	22	-- --	----	19	-- --	----	13	-- --	----	8	-- --	----	4	-- --	----	8	-- --	----	----	-- --
ACCUMULATED	B	----	30	-- --	----	37	-- --	----	55	-- --	----	55	-- --	----	55	-- --	----	36	-- --	----	31	-- --	----	----	-- --
repeating	G	----	39	-- --	----	43	-- --	----	64	-- --	----	53	-- --	----	49	-- --	----	37	-- --	----	32	-- --	----	----	-- --
ENROLLMENT	B	----	----	-- --	----	----	-- --	----	----	-- --	----	----	-- --	----	----	-- --	----	----	-- --	----	----	-- --	----	----	-- --
	G	----	----	-- --	----	----	-- --	----	----	-- --	----	----	-- --	----	----	-- --	----	----	-- --	----	----	-- --	----	----	-- --
BEGINNERS	B	----	53	-- --	----	3	-- --	----	----	-- --	----	----	-- --	----	----	-- --	----	----	-- --	----	----	-- --	----	----	-- --
	G	----	44	-- --	----	----	-- --	----	----	-- --	----	----	-- --	----	----	-- --	----	----	-- --	----	----	-- --	----	----	-- --

NOTE—**Slow progress** may be due to: (1) factors in the **home** and other environment; (2) factors in the **school**, as course of study, teachers, buildings, playmates, etc.; (3) physical or mental factors in the **child**.

It is proposed to present in the Superintendent's Annual Report a more detailed consideration of the important data contained in Tables III, IV, V and VI. The conditions here revealed are the product of many factors, as suggested at the bottom of the tables. As herein reproduced, although reduced in size, the tables are duplicates of the kind transmitted to the various principals.

A comparison of the city averages in the two tables (III and IV) shows generally small differences resulting from the two methods of computation.

With regard to the percentages for the grades in the different schools it should be understood that space here permits only the reproduction of the results for two schools, the Crossman, Table IV, and the Lafon (colored) Table VI. Similar tables in duplicate form have been prepared for every one of the public, elementary schools. These tables already have been made the basis of personal conferences between the principals and the superintendents. It is a very practical effort toward understanding the actual conditions in each school, and both commendation and constructive criticisms have characterized the conferences.

TABLE VI

GROUP ANALYSIS: PROGRESS, REPEATING, ENROLLMENT, BEGINNERS

Thomy Lafon — **First Term, 1913-1914**

ELEMENTARY SCHOOL GRADES AND CITY AVERAGES

		I				II				III				IV				V				VI				VII				VIII			
		Percentages this school	City averages, percentages	A. D. for City		Percentages this school	City averages, percentages	A. D. for City		Percentages this school	City averages, percentages	A. D. for City		Percentages this school	City averages, percentages	A. D. for City		Percentages this school	City averages, percentages	A. D. for City		Percentages this school	City averages, percentages	A. D. for City		Percentages this school	City averages, percentages	A. D. for City		Percentages this school	City averages, percentages	A. D. for City	
AT AGE usual or rapid progress	B	40	35	9	---	9	12	4	---	7	8	4	---	15	10	6	---	5	7	3	--	25	13	6	--	20	14	6	--	----	----	--	--
	G	18	37	12	---	12	17	6	---	4	8	4	---	11	12	7	---	3	11	4	--	8	11	5	--	10	12	4	--	----	----	--	--
AT AGE slow progress	B	3	8	5	---	6	6	4	---	9	5	2	---	4	5	4	---	17	12	7	--	----	3	3	--	----	----	--	--	----	----	--	--
	G	16	14	6	---	7	6	3	---	6	6	4	---	2	5	3	---	5	9	7	--	----	3	3	--	----	2	2	--	----	----	--	--
OVER AGE late entrance	B	40	28	12	---	56	45	18	---	29	33	15	---	27	32	12	---	9	36	22	--	34	50	25	--	40	33	16	--	----	----	--	--
	G	30	24	11	---	36	41	17	---	12	34	17	---	34	35	13	---	15	42	24	--	58	45	20	--	85	54	24	--	----	----	--	--
OVER AGE Slow progress	B	16	29	15	---	29	38	20	---	56	55	18	---	53	52	16	---	69	45	21	--	41	34	15	--	40	54	30	--	----	----	--	--
	G	36	25	10	---	45	37	18	---	78	52	18	---	53	48	16	---	77	38	20	--	34	39	18	--	5	32	26	--	----	----	--	--
REPEATING work of last term	B	16	22	8	---	25	19	7	---	13	27	10	---	8	16	6	---	19	23	15	--	13	6	4	--	----	3	2	--	----	----	--	--
	G	39	25	11	---	19	21	7	---	11	17	10	---	11	18	9	---	1	12	6	--	----	6	5	--	10	9	4	--	----	----	--	--
ACCUMULATED repeating	B	19	37	18	---	35	44	24	---	65	60	21	---	57	57	15	---	86	57	29	--	41	37	16	--	40	54	29	--	----	----	--	--
	G	52	39	17	---	52	43	20	---	84	58	21	---	55	53	18	---	82	47	21	--	34	43	17	--	5	34	34	--	----	----	--	--
ENROLLMENT	B	----	----	--	179	----	----	--	216	----	----	--	133	----	----	--	91	----	----	--	64	----	----	--	32	----	----	--	5	----	----	--	--
	G	----	----	--	261	----	----	--	237	----	----	--	177	----	----	--	112	----	----	--	75	----	----	--	38	----	----	--	20	----	----	--	--
BEGINNERS	B	65	53	--	---	46	----	--	---	----	----	--	---	----	----	--	---	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--
	G	32	48	--	---	----	----	--	---	----	----	--	---	----	----	--	---	----	----	--	--	----	----	--	--	----	----	--	--	----	----	--	--

NOTE—**Slow progress** may be due to: (1) factors in the **home** and other environment; (2) factors in the **school**, as course of study, teachers, buildings, playmates, etc.; (3) physical or mental factors in the **child**.

III.

THE ELIMINATION OF PUPILS FROM THE SCHOOLS.

Boys Drop Out of School Early.

The reliable way to ascertain the grades from which boys drop out most commonly is to check up individual records made by a large group of boys. Such an individual record system is lacking in New Orleans, but will soon be installed. Estimates can be made by calculating the percentage of beginners for a given year remaining in the respective grades. The method used is that of Ayres. Table III shows by this method the percentages of beginners remaining in respective grades during the past two years, 1911-1913. This method of estimating the base, the annual number of beginners has been found by trial to be approximately correct. Its value depends upon the question as to whether the annual number of beginners is "approximately equal to the average of the generations of the ages seven to twelve in the school membership of the system." Since our present eighth grade is largely made up of children who entered school some eight years ago, the number we require is somewhat smaller than the present number of beginners.

Table VII.

Percentages in Each Grade of Annual Number of Beginners.

	Grades							
White Boys—	I	II	III	IV	V	VI	VII	VIII
1911-12	185	156	156	140	101	64	41	27
1912-13	178	149	152	138	101	72	43	29
Colored Boys—								
1911-12	315	216	173	96	45	23	.....	.....
1912-13	320	197	164	104	55	20	.....	.....

These estimates indicate that some 70 per cent. of the white boys drop out of the schools of New Orleans before completing the eighth grade; that over 70 per cent. of the colored boys leave before completing the sixth grade.

Why Boys and Girls Drop Out of School.

A school system or a school, however perfect in equipment, can not fulfill its function without pupils. Elimination defeats the aim of the school and entails waste of money and effort. It is one thing to know the grades from which children are eliminated; it is another thing to ascertain definitely the cause of elimination.

For one thing, we have found that for various reasons it takes the average child, most children, in New Orleans, more than four years to complete four grades. Instead of remaining to make up handicaps of slow progress—whether due to factors in self, home or school—the retarded majority drop out of school.

It would be a laborious but a practicable and fruitful task to have a trained investigator go to the home of each eliminated pupil and ascertain the economic and personal factors active in the withdrawal. In certain schools these factors are difficult for the school to overcome. Miss Mary Railey has been able to begin such an intensive study in three schools during the past three months, namely: the Nicholls Trade School for Girls, the Paulding School, the St. Philip School. We append here some of her notes as containing examples of peculiarly difficult problems confronting the public school in its aim to give the average boy a common school (eight grades) education. The schools are typical of the more difficult situations in the city, not of the average. The Paulding School and the St. Philip School are in neighborhoods where poverty is common.

The individual records, not here presented, in some cases portray the typical association of lack of occupation or vocation with poverty, disease or crime.

A Study of the Causes of Withdrawals from the Paulding School and the St. Philip School.

"**The Paulding School:** This study represents an effort to ascertain, for the 95 pupils who were enrolled for the term 1912-1913 and who did not return for 1913-1914, the cause of the withdrawal and the present occupation. This information was obtained, where possible, by visits to the homes, and

the facts for each case are on record, although not included in this paper. The following table shows, by number, the causes of withdrawal.

Table VIII.

Causes of Elimination in Paulding School.

	Number.
Moved out of neighborhood	51
Attending Catholic School	21
Removed from City	9
Lack of interest	6
To go to work	3
To assist at home	2
Committed to Waif's Home	1
Over age for grade	1
Death	1
Total	95

"In explanation of this table is should be stated that (1) the **attendance** at the **Catholic schools** is due to **Catholic population.** Children are expected to attend Parish schools during the year in which they are preparing to make their first communion. (2) Removals from neighborhood may be ascribed to (a) **extreme poverty,** which makes it impossible to pay the rent. In such case, the family moves, leaving no address; (b) **seasonal occupation.** When a factory decreases its working force, many families move to other neighborhoods where employment can be obtained. (3) Lack of interest seems due to **commercial attitude of neighborhood,** which values education only as a means of increasing earning capacity.

"It is worthy of note that while children are permitted by their parents to stop school, in only three cases were they required to do so because of stated economic distress at home.

"Of the 95 withdrawals, the 60 due to removal from the neighborhood were not susceptible of investigation. Of the remaining 35, 21 were found to be attending Catholic schools and in the case of these 21 it has been sufficient to verify the parent's statement from the enrollment of the Parish School

"Incident to the investigation are the following facts which seem worthy of note:

"1. That in every case studied, the pupil was over age for his grade.

"2. That there is throughout the neighborhood, on the part of both parents and children, a noticeable lack of interest in the school and its work.

"3. That it is the consensus of neighborhood opinion that schooling prolonged beyond the age of fourteen in no way increases earning capacity.

"The following suggestions are therefore submitted:

"1. That the withdrawal of a pupil from this school be immediately reported to the Division of Educational Research for prompt investigation.

"2. That emphasis be laid upon manual work in this school.

"3. That the pupils of grades 3, 4 and 5 be kept informed of the entrance requirements of the courses offered by the Nicolls Girls Trade School."

On file are sketches concerning the economic and home conditions revealed in every case of elimination studied by the social investigator. These records are of value in disclosing factors adverse to the school and also the individual and community needs to be met by the school.

St. Philip School: "As in the case of the study of the Paulding School, this paper represents an effort to ascertain, for the 126 children who were enrolled for the term 1912-13 and who did not return for the term 1913-14, the cause of the withdrawal and the present occupation. This information was obtained, where possible, by visits to the homes, and the facts for each case have been studied and reported.

Table IX.

Causes of Elimination in St. Philip School.

	Number.
Moved out of neighborhood	52
Attending Catholic school	37
Not known at address given	18
Committed to Waifs' Home	1

To go to work	11
To take business course	2
Illness	3
Mentally defective	1
Lack of interest	1
Total	126

"In explanation of this table, it may be stated that (1) transfers to Catholic school are largely due to **Catholic population.** Church desires children to attend parochial school during the period in which they are preparing to make their first communion.

"(2) Frequent change of residence may be ascribed to **poverty** which makes it cheaper to move than to pay rent; **seasonal occupations**—change in location of work demands change of residence.

"(3) Withdrawals to go to work are occasioned by **poverty** which necessitates all possible augmentation of family income; **lack of interest** in school course which does not give definite training for future work.

"The following facts seem worthy of note:

"1. That in every case studied, the pupil was over age for his grade.

"2. That there is throughout the neighborhood, an earnest desire on the part of the parents to have their children acquire a practical education which shall enable them to provide for themselves and for possible families. This desire is particularly noticeable among parents who are themselves illiterate or foreign, or both.

"3. That parents are engaged largely in levee and market trades which necessitate their leaving home before five in the morning and prevent the preparation of the children's breakfast.

"4. That the poverty of this neighborhood seems due to the problem of unemployment or of temporary employment rather than to shiftlessness or lack of personal responsibility. Men are unskilled or semi-skilled laborers and often unable to sign their names.

"The following suggestions are therefore submitted:

"1. That an ungraded class be established in this school as soon as possible.

"2. That emphasis be laid upon manual work and industrial courses.

"3. That to the Division of Research be reported immediately all withdrawals and all absences protracted beyond one month, so long as these studies are continued.

A series of further investigations, like the above two studies of Miss Railey, to ascertain the economic and social factors outside of the school affecting elimination, would be helpful in disclosing the conditions under which each school operates. This knowledge would be of value in modifying each school in order best to improve the community.

The Eliminated Are Untrained Workers.

The boys and girls who thus leave school may go to work and some of them can be traced through the Factory Inspector's office. The Factory Inspector of Orleans Parish, Mrs. Martha D. Gould, has furnished the writer with the following summary of the stated school records for whom work-certificates were issued. The inspector states that the records of her office show a majority of the children fourteen years of age who apply for work-certificates to be "undeveloped in size and vastly deficient in education. The extra two years in school, especially if spent in an industrial school, would better equip them for coming duties and responsibilities than would the entire time previously spent in school."

The majority of the white boys and girls who go to work have completed the fifth grade. Of the blacks, the majority have finished only the fourth grade.

All of these facts, concerning elimination and concerning work-certificates, show that yearly some two thousand children drop out of school to go to work, without even a common school education and without proper direction toward a suitable occupation.

Table X.

School Grades of 2,122 Children to Whom Certificates Were Issued by Factory Inspector from Sept. 1, 1912, to Aug. 31, 1913, Inclusive.

	—Boys—		—Girls—	
Grades—	White.	Colored.	White.	Colored.
First and Second Year High School	16	0	12	0
Eighth	75	1	96	0
Seventh	104	5	113	2
Sixth	186	9	186	3
Fifth	276	24	283	15
Fourth	263	34	149	18
Third	91	24	55	10
Second	20	13	7	2
First	9	5	2	1
No Schooling	5	1	7	0
Totals	1,045	116	910	51
Grand Totals	1,161		961	

IV.

A STUDY OF OUR THIRTEEN-YEAR-OLD BOYS.

Significance of This Age-Period.

The boy whose last birthday was thirteen years is of special interest to those interested in vocational education. He is the boy about to complete the compulsory attendance period. Experience shows that he is the boy prone to drop out of school for one cause or another. He is the prepubescent boy in whom soon will come marked physiological and mental changes. He will soon experience accelerated growth in weight and height, his voice will change, his attitude toward his fellows and the opposite sex will probably disclose a new social consciousness. The formation of mental habits, ideals, emotions and crises may characterize his years of life as he passes into young manhood. For his own sake and for the

conservation of society he deserves special consideration in the schools and in industry.

Thirteen-Year-Old Truants Are Retarded in School Work.

Examination of the records of some 1,229 children reported to the truant officers as habitually absent during 1911-1912 indicates a correlation between retardation and truancy or habitual absence. These records show that by far the largest percentages of thirteen-year-old absentees are those from and below the fifth grade.

The Thirteen-Year-Old Delinquent Boy.

Our recent study of delinquent and neglected boys confined in the Home and Training School (Waifs' Home) shows that the average age of the group was 13.7 years. Practically all of the boys are over age for the grades, i. e., "retarded."

Table XI.

Ages of 63 Delinquent or Neglected Boys.

Years	8	9	10	11	12	13	14	15	16	17
Boys	1	1	5	1	8	9	15	10	9	4

Further Evidence of Maladjustment of Thirteen-Year-Old Boys to the School Grades.

Courses of study and grading the country over are based on the following age-grade assumptions:

A child 6 or 7 years should be in grade I.
A child 7 or 8 years should be in grade II.
A child 8 or 9 years should be in grade III.
A child 9 or 10 years should be in grade IV.
A child 10 or 11 years should be in grade V.
A child 11 or 12 years should be in grade VI.
A child 12 or 13 years should be in grade VII.
A child 13 or 14 years should be in grade VIII.

The actual location in the grades of thirteen-year-old boys during the past three years is seen in the following figures and percentages:

Table XII.

Station in Enrollment of Thirteen-Year-Old White Boys in New Orleans.

	1911-12		1912-13	
Grade.	Numbers.	Percentage.	Numbers.	Percentage.
I	14	1.1	9	.6
II	32	2.4	41	2.9
III	127	9.5	124	8.9
IV	239	17.9	276	19.8
V	355	26.6	317	22.9
VI	264	19.8	304	21.9
VII	226	16.9	217	15.7
VIII	75	5.6	99	7.
Total	1,332		1,387	

These facts show that less than one-fourth of the thirteen-year-old white boys in the public schools are in or above the seventh grade.

One Significant, Simple Index of Efficiency.

Whatever may be the complication of causes in the retardation of thirteen-year-old boys, the figures showing the grade standing of children who reach the limit of compulsory attendance, constitute one valuable measure of the working efficiency of a city school system in coöperation with the home. Our minimum ideal is to assure the completion of a common school education by the majority of children. The fact that three-fourths of our thirteen-year-old boys are below the seventh grade, more than half being in or below the fifth, is gravely significant. The distribution in enrollment, the statistics of truancy, of delinquency, and data from the Factory Inspector —all these prove that our school system in coöperation with homes is not successful in this one phase of efficiency. That some changes and additions are surely needed in our prevailing system of coöperation is certain.

Comparison with Other Cities.

Statistics for other large cities are not available for comparison with New Orleans. However, the recent study of the

Sage Foundation contains the indices concerning thirteen-year-old boys for 78 cities, between 25,000 and 200,000 population. New Orleans would rank low in the comparative table (in the seventies).

Schools in a System Differ.

The average per cent or index is for white boys in the New Orleans school system as a whole. Gross averages without knowledge of variability are usually misleading. It is possible to compute the percentages of thirteen-year-old boys in or above the seventh grade in each of our schools. The average deviation (A. D.) indicating the average of the differences between the central tendency and the different indices, i. e., the average variability in this respect among the schools, can also be found.

Nativity and Industrial Conditions.

With the aid of teachers in New Orleans we have gathered data concerning the fathers of the thirteen-year-old boys. These data indicate the birthplace of boys and birthplace of fathers, per cent of fathers in each occupational group, occupational distribution of American and foreign-born fathers. While our investigation in New Orleans was done independently of the Ayres study, nevertheless the suggestion of procedure was received from Dr. Leonard Ayres, and our results are tabulated after the manner of his study of 78 other cities. It was intended to secure "a more definite fact-basis for thought and action in the field of industrial education. Some of the facts acertained are of value in our attempt to foresee what sorts of lifework the young people now in city schools may be expected to go into."

Our New Orleans study of thirteen-year-old boys included records from teachers concerning 1,361 boys, 194 of whom were colored. These numbers represent practically all of the boys of that age present in the public schools during the week when the data were collected. In the Ayres study the aggregate number of cases studied for 78 school systems was 22,027. Our study does not include analysis of conditions directly affecting girls in the schools. In fact it is not necessary at this point to include data about girls, since the occupations of their fathers are about the same as those of the fathers of the boys. In the

New Orleans study the analysis of the teachers' returns and the tabulation was done by Mrs. Margaret Bigger, assistant in the Division of Educational Research.

Table XIII shows that more than one-half (59%) of the fathers of these white boys were born in New Orleans. Only one father in six was born in the city where he lives, according to the average obtained by Ayres in his study of 78 other cities. Not excepting Charleston, S. C., the New Orleans percentage, 59 per cent, is higher than any of the other cities.

Nine per cent of the fathers were born in Louisiana outside of the city. Nineteen per cent were born in foreign countries. Forty per cent of the fathers was the average of foreign-born in 78 other cities.

This group of fathers represents men of sufficient maturity to be fathers of thirteen-year-old boys. They have remained to work in the community in which they were born, a fact that bears upon the question how far shall we endeavor to equip children to enter strictly local industries in obedience to the custom of the people.

The table also shows that 86 per cent of these boys were born in New Orleans. The average for 78 cities, derived from Ayres study, shows that some 58 per cent of the boys were living in the cities of their birth.

Table XIII.

Thirteen-Year-Old Boys: Birthplaces of the Fathers and Birthplaces of the Boys (White).

	—Percentages—			
	—Fathers—		—Boys—	
	78 Cities.	N. O.	78 Cities.	N. O.
Same state but not same city	24	9	19	6
Same city	16	59	58	86
Another state	20	12	14	5
Foreign country	40	19	9	2

The group of colored boys comprises only 194 individuals. Table XIV is interesting by comparison with Table XIII. It is seen that a large percentage of the negro fathers have come from the country to the city; compare 28 per cent and 9 per cent; an inconsiderable number of these negroes are foreign born, some one-half of 1 per cent.

Table XIV.

Thirteen-Year-Old Boys: Birthplaces of the Fathers and Birthplaces of the Boys (Colored).

	—Percentages—	
	Fathers.	Boys.
Same city	55.	79.
Same state, but not same city	28.	13.
Other state in the United States	17.	8.
Foreign	.6	

This group of fathers of our thirteen-year-old boys is a select group in the sense that it probably contains few very young or very old men, few immigrants recently arrived, "floaters and ne'er do wells." It has been pointed out that because of these characteristics the facts about this group are of unusual significance in our attempt to foresee the kind of general industries the boys now in city schools may enter eventually. It is of course by no means the rule that sons enter the specific occupations of their fathers.

The general character of the industries in which are found the fathers of our thirteen-year-olds in New Orleans has been derived from our data. Below is Table XV, which brings local conditions into contrast with the average of the 78 cities. The industrial classification is the one modified by Ayres after the one in use by the United State Census Bureau, and includes five main divisions:

1. **Industries of Extraction**—Agriculture, Forestry, Mining, etc.
2. **Industries of Transformation**—Building Trades, Manufacturing, etc.
3. **Industries of Transportation and Communication**—Railroads, Telegraphs, etc.
4. **Industries of Trade**—Wholesale and Retail Trade, Real Estate, etc.
5. **Service**—Government, Professional, Domestic, Personal, etc.

Table XV exhibits the industrial distribution for both white and colored fathers.

Comparisons show that about one-half as many of the fathers in New Orleans are engaged in transformation (manufacturing) as is the average for 78 cities. A small proportion, 4 per cent, of the negro fathers are in trade. A large per cent. of white and black are in service—governmental, professional, domestic and personal. The significant point for industrial education is the small per cent found in transformation, evincing both a local condition and a need.

Table XV.

Industrial Distribution of Fathers of Thirteen-Year-Old Boys.

Industrial Group.

	Percentages		
	—New Orleans—		The 78
	White.	Colored.	Cities.
Extraction	3	4	4
Transformation	25	27	52
Transportation and Communication	13	22	13
Trade	27	4	20
Service	32	43	12
Total	100	100	100
Number of fathers	999	165	21,188
Retired, not stated or none (numbers)	168	26	839
Grand Total	1,167	191	22,027

Occupational Distribution of Fathers of Thirteen-Year-Old Boys.

If we classify the occupations named in our data into manual and mental we derive Table XVI.

Table XVI.

Occupational Distributions; Percentages.

Occupations—Manual.

	N. O. White.		N. O. Colored.		78 Cities.	
	Amer.	For.	Amer.	For.	Amer.	For.
Unskilled	22	24	52	.....	4	9

Semi-skilled and machine operatives	13	5	12	.....	17	28
Artisans and Foremen	21	20	29	.....	40	37
Total Manual	56	49	93	.....	61	74
Occupations—Mental.						
Clerks and Salesmen	24	15	.....	.....	11	6
Managers, Superintendents and Proprietors	17	34	2	.....	23	18
Professional and Financial	3	2	5	.....	5	2
Total Mental	44	51	7	.....	39	26
Total Manual and Mental—						
Percents	100	100	100	.....	100	100
Numbers	809	190	165	.....	.....	.....
Retired, not stated, or none	138	30	26	.....	.....	.....
Grand Total	947	220	191		22,027	8,713

The results show that for this group in New Orleans manual labor is not as general among the whites as among the blacks. Among the mental workers of our group there is an unusually large percentage among the foreign-born of "managers, superintendents and proprietors," and an unusually large proportion of clerks and salesmen among this group of white people of New Orleans.

The difficulty of occupational classification may be appreciated by consideration of a partial list of specific occupations copied at random from these New Orleans returns. Such a list is as follows: Auditor, laborer, pitman, grocer, foreman, paper carrier, manager, policeman, fireman, carpenter, street sweeper, saloon keeper, mechanic, loom fixer, watchman, insurance agent, blacksmith, engineer, longshoreman, merchant, clerk, telegraph operator, silversmith, postmaster, steamship captain, motorman, conductor, solicitor, engraver, manufacturer's agent, builder, packer of candies, contractor, baker, miller, stone mason, painter, cooper, teacher, freight handler, gardener, cook, bricklayer,

Pullman porter, chaffeur, barkeeper, tinsmith, electrician, photo-engraver, farmer, waiter, bookbinder, baggagemaster, druggist, switchman, corporal, printer, driver, flagman, gauger, river pilot, custom inspector, wheelwright, peddler, haberdasher, real estate agent, oyster opener, levee builder, barber, drayman, cotton weigher.

Teachers' Impressions of Boys' Aptitude for Trade Work.

When the Delgado School has been established unquestionably it must interest the boy at thirteen years, many of whom thereafter will go to the trades school. Teachers' impressions given in answer to the question: "Do you think he will be more successful in trade work or in other kinds of work?" were expressed individually in the cases of over twelve hundred-odd thirteen-year-old boys. Since so many of these boys must enter the trades eventually and no adequate provision now exists locally for their training in this direction, the convictions of their teachers are of some value in indicating further the need of prevocational and vocational education. We have tabulated the returns for both white and black thirteen-year-old boys of the same groups in Table XVII.

Table XVII.

Teachers' Impressions of Boys' Aptitude for Trade Work.

Would be Successful.		Would Not.		No. Ans. or Doubt.	
White.	Colored.	White.	Colored.	White.	Colored.
Percent.		Percent.		Percent.	
49	74	41	19	10	7

Since only about one-fourth of the white boys of this age, at the end of the compulsory attendance period, are enrolled in the seventh grade or above, and about one-fourth of the colored thirteen-year-olds in the sixth grade or above, the inference from the above table is that large numbers of these boys, in the judgment of their teachers, able to succeed in trade work, leave school both without common school education and prospect or opportunity for training later in a preparatory or other trade school.

V.

ATTITUDE OF EMPLOYERS OF NEW ORLEANS TOWARD EVENING, PART-TIME, PREPARATORY, AND PRACTICAL DAY-TRADE SCHOOLS.

Their Interest Promises Coöperation.

No trade school should exist solely for serving the interests of employers. The employer should desire more skill and knowledge in his workers, and should assist to this end. Continuation schools in Europe have been useful in securing results for employers and in enabling boys and men employed in the industries to perfect themselves in their chosen work. The school or course intended for the youth already employed in earning a livelihood is of interest both to employee and employer and is a problem of grave concern to the educator. This problem in New Orleans is focused at present on our evening schools, for the vast majority of boys and men therein are employed during the day. When the Delgado School has been established it is likely that arrangements can be made with employers for part-time courses. By such arrangements work at the factory and work in school are adjusted to the hours and strength of the worker in one of two ways: (1) Part-time classes may consist of alternating teams of workers, a team of boys remaining in the trades school one week while the other is at work in the industry, the next week the teams alternating. (2) The other plan is for the employer to allow to the individual a number of hours per week, with wages, in which to attend certain courses. The evening and part-time courses should be in close relation to the regular day work of the trades school.

During the fall of 1913 the writer wrote to and visited some ninety employers in as many establishments in New Orleans, chiefly manufacturers. In addition to this group visited, responses by mail were received from some sixty-four additional employers. Along with certain other desired information, responses were obtained to the following questions:

Would a **practical evening trade school** be of value in helping unskilled workers or those of low-grade skill, over sixteen years of age, to advance to positions requiring high-grade skill? In favor of such a school, 51 per cent; no, 4 per cent; silent or doubtful, 45 per cent.

Would **part-time classes in a trade school** be practicable and of value in New Orleans for persons using a part of their working time (a part each day, or week) for instruction related to their employment? In favor, 43 per cent; no, 11 per cent; silent or doubtful, 46 per cent.

Would the efficiency and future opportunity of your employees be increased if they received a training **between the ages of fourteen and sixteen** in a general public industrial or **preparatory trade school** which aims to give a knowledge of materials, shop mathematics and fundamental methods and some ideas of industrial organization, but does not teach a special trade? In favor, 48 per cent; no, 6 per cent; silent or doubtful, 46 per cent.

Would a **practical day trade school** giving a specialized and intensive training of one year or more **after the age of sixteen** help to meet the problem of skilled employees in your business? In favor, 50 per cent; no, 4 per cent; silent or doubtful, 46 per cent.

VI.

NIGHT SCHOOL STUDENTS IN RELATION TO TRADE EDUCATION IN NEW ORLEANS.

The Laborer-Student.

That large group of boys, girls, men and women, who attend night schools is worthy of patient consideration. Some have been forced to leave day school while young because of economic pressure, some are ambitious youths making earnest efforts to overcome recognized deficiencies. The fact that a boy or girl employed at making a livelihood during the day will go to school at night three times a week is a symptom of commendable effort. The best of equipment, hygienic condi-

tions of air and illumination, able teachers and appropriate courses of study should be provided.

That their efforts should both be facilitated and safeguarded is emphasized by the questionable efficacy and healthfulness of night school work as often practiced by tired night school pupils and teachers. Winch, the English investigator, after practical investigations has even declared that "evening work is comparatively unprofitable and that a short time in class in the evening is sufficient **plus** the labors of the day, to induce a low condition of mental energy."

It will suffice at present to answer two questions about our night schools:

1. What kind of employments do the workers follow who attend night schools?
2. What are their ambitions?

Facts About 1472 Wage Earners Who Go to Night School

During November, 1913, a meeting of the principals of the evening schools was called and the following blanks were distributed with the request that answers carefully prepared as possible be secured from boys and men attending the evening schools during the next week. It is believed that with the exception of a small number the papers were written seriously by the pupils.

Form V.

Vocational and Educational Survey for Isaac Delgado Central Trades School.

INDIVIDUAL STUDY: WAGE EARNERS IN INDUSTRIES

1. Name? .....
2. Firm? .....
3. Present age? ..... Health?..... Married?.....
4. Age when you left school?..... Grade finished in school? ..... School?.....
5. Were you compelled to leave school to go to work?.....
6. If the school had taught trades would you have stayed a year longer to learn trade work?.....
7. What are the different kinds of work you have done?

TABLE XIX

FORMER JOBS AND PRESENT AMBITIONS OF TWENTY-FIVE FOURTEEN YEAR OLD BOYS OF THE NIGHT SCHOOLS

Boys	Job 1	Job 2	Job 3	Job 4	Desired Occupation
1	Farm	Waiter	Delivery boy		Engineer.
2	Shoes (tack pulling)	Shoes (cementing tips)			Shoe maker.
3	Butcher Shop	Drug store			Druggist.
4	Sign painting	Shoe clerk			Lawyer.
5	Printing office	Carrier	Restaurant		Prize fighter.
6	Check boy	Errand boy	Helper		Carpenter.
7	Folding bags	On wagon	Wrapping butter	Ice wagon	Stenographer.
8	Plumbing shop	Printer	Newsboy	Broker	Plumber.
9	Wine cellar	Wine tester	Druggist	Horse tending	Horse doctor.
10	Window boy	Box boy	Cash boy	Errand boy	Sign painter.
11	Errand boy	Plumber's helper	Office boy	Grocery	Bookkeeper.
12	Errand boy	Tel. messenger	Wagon boy		Drummer.
13	Errand boy	Water boy	Errand boy		Engineer.
14	Wagon boy, Soap Co.	Office boy (lawyer)	Clerk, Soap Co.	Office boy	Civil engineer.
15	Bootblack	Furniture Factory	Errand boy		Ry. mail clerk.
16	Ice wagon	Plumbing	Cotton mills		Plumbing.
17	Office boy	Wagon	Grocery	Brooms	Electrician.
18	Bell boy	Office boy			Electrician.
19	Water boy	Messenger	Cash boy	Office boy	Lawyer.
20	Soda dispenser				Baker.
21	Office boy	Music store			Watchmaker.
22	Bundle boy	Plumbing	Office boy	Wine cellar	Chauffuer.
23	Moss-picker	Machine Supply Co	Messenger		Machinist.
24	Jeweler	Paper carrier	Cigar store	Office	Stenographer
25	Grocery	Box factory	Ice wagon	Blacksmith	Blacksmith.

1. .....
2. .....
3. .....
4. .....

Present position? ..... Wage? .....

8. What would you like most to do or be, and why? .....
9. In what do you need training most urgently? .....

Kindly fill out carefully and return to David Spence Hill, Director Department of Educational Research, Public Schools, Municipal Building, New Orleans.

Age Distribution.

An analysis of the ages of these boys and men of the night schools of New Orleans shows the distribution. The majority of them are from 14 to 16 years of age.

Table XVIII.

Boys and Men in Night Schools of New Orleans.

Age	14	15	16	17	18-20	20-25	25 or over
Number	277	363	258	187	197	126	64

Total 1,472

Temporary and Blind-Alley Jobs.

It is noteworthy that a fourth of the fourteen-year-old boys have had three or more jobs. A third of the fifteen and sixteen-year olds have had three or more jobs.

Table XIX contains illustrative examples of how even young boys, fourteen-year-old boys, just past the compulsory age limit, drift from job to job. These positions as a rule are not accepted as apprenticeship to some vocations, but merely as a means of earning a small wage. The jobs often will be items of hard experience in the lives of boys, in some cases leading them by trial and error into more suitable occupations, but this school of experience is a costly school. With many boys who have an ambition well in hand it is a waste of life to spend years in occupation with no educational value or bearing no relation to an ultimate aim or vocation.

Temporary and Blind-Alley Jobs (Continued).

A blind-alley job is a futureless job in the sense that it does not improve the boy for future vocation and offers little incen-

TABLE XX

PRESENT OCCUPATIONS OF BOYS IN NIGHT SCHOOLS

(1913-1914)

OCCUPATIONS	AGE							
	25+	20-25	18-20	17	16	15	14	Total No.
Accountant or bookkeeper	------	3	------	3	1	1	1	9
Agent	------	------	------	------	------	------	1	1
Bag classer	------	1	------	------	------	1	------	2
Baker or assistant	------	------	------	1	1	2	1	5
Barber or assistant	------	------	------	1	1	2	3	7
Barrel paperers and branders	------	1	------	------	------	------	2	3
Bed maker	------	------	------	------	------	2	------	2
Bell boy	------	------	------	------	------	1	------	1
Blacksmith, helpers and apprentices	------	1	1	2	------	1	1	6
Boiler makers	2	2	4	3	------	------	------	11
Boiler makers' apprentices	1	------	------	------	3	2	1	7
Bootblack	------	------	------	------	------	------	1	1
Bottle washers, catchers, passers	------	------	1	------	3	2	1	7
Bread wrapper	------	------	------	------	1	1	--	2
Broker	------	------	-					
Broom labeler								

TABLE XX

PRESENT OCCUPATIONS OF BOYS IN NIGHT SCHOOLS

(1913-1914)

OCCUPATIONS	AGE							
	25+	20-25	18-20	17	16	15	14	Total No.
Accountant or bookkeeper		3		3	1	1	1	9
Agent							1	1
Bag classer		1				1		2
Baker or assistant				1	1	2	1	5
Barber or assistant				1	1	2	3	7
Barrel paperers and branders		1					2	3
Bed maker						2		2
Bell boy						1		1
Blacksmith, helpers and apprentices		1	1	2		1	1	6
Boiler makers	2	2	4	3				11
Boiler makers' apprentices	1				3	2	1	7
Bootblack							1	1
Bottle washers, catchers, passers			1		3	2	1	7
Bread wrapper					1	1		2
Broker						1		1
Broom labeler							1	1
Bundle, delivery or wagon boy	1	1		1	5	12	18	38
Butcher or assistant			1	2	4	3	1	11
Buyer					1	1		2
Blue printer					1			1
Cabinet workers, helpers and apprentices			2	1	2	1		6
Candy makers			1		1		1	3
Can factory operatives					1		3	4
Carpenters, helpers or apprentices	2	3	4	4		1	2	16
Carriage trimmer					1		1	2
Carrier	1	2			1			4
Cashier			1					1
Cash boy						3	1	4
Cement work							1	1
Chair tying						1	1	2
Check boy	1	1		1	3	9	9	24
Cigar classer or maker		1		1				2
Cistern worker and helper					1			1
Clerks	10	28	70	48	56	56	21	289
Coffee roaster			1					1
Coffin factory operative		1						1
Collector	1	2	2	2	4	4	3	18
Conductor	1							1
Cooper	2							2
Draftsman or apprentice		1	4		1	1		7
Driver			2	2	3	3	6	16
Dairyman or assistant			1	1		1		3
Drummer	1							1
Elevator or messenger boy				1	1			2
Engineer	3							3
Embosser						1		1
Entomological assistant		1						1
Electrician, helpers or apprentices	2	5	4	5	4	4		24
Errand boy			3	6	20	22	16	67
Farmer or gardener	3	2	1	3	2	2	4	17
Fisherman					1			1
Fireman	2							2
Fruit or vegetable dealer	2							2
Garment cleaner	1				1			2
Glazier or helper						1		1
Grinder						1		1
Guide						1		1
Gum seller						1	1	2
Ice boy							1	1
Illustrator			1					1
Interne	3					1		4
Jewelry helper						2	1	3
Laboratory helper				1		2		3
Laborer	2	2	2	1	2	3	2	14
Lamp trimmer	1							1
Lawyer	1							1
Lithographer		1				1		2
Live stock inspector								
Loom oiler						1		1
Longshoreman			1					1
Lunchstand						2		2
Lumber, handler or inspector			1	1	1			3
Machinist, helper or apprentice	4	11	24	15	7	4	1	66
Machine operative	1		7	2	11	9	5	35
Market boy							2	2
Marble cutter, helper or apprentice					1		1	2
Mattress maker							1	1
Mill hand	1					1		2
Molasses sampler							1	1
Motorman	1							1
Macaroni maker				1	1			2
Operator				2				2
Order boy				2			2	4
Office boy			4	3	29	67	62	165
Optical work				1				1
Packer		1		2	5			8
Painter or helper	1	2	2		3	2	1	11
Paper boy			2		1	5	4	12
Paper hanger		2		1				3
Pharmacist or assistant		1						1
Photographer or assistant			1		1			2
Photo engraver or assistant		1			1	1	1	4
Piano repairer			1	1				2
Pipe fitter, helper or assistant		1	3		1			5
Poultry dealer		1						1
Printers, press boys, assistants			1	1	6	6	1	15
Promoter			1					1
Plumbers, helpers or apprentices		1	3	6	7	16	3	36
Rectifier's assistant					2			2
Reporter			1					1
Rice grader		1			1	1		3
Salesman	6	10	4	5	3	1		29
Saloon man	1							1
Sack folder						1		1
Saddle maker	1							1
Sausage maker						1		1
Sign painter or helper					1	2	2	5
Sexton	1							1
Sheet iron worker		2	3	2		1		8
Shoemaker			1		1		3	5
Soda dispenser							1	1
Slater or helper						1		1
Soldier	1							1
Stenographer	1	8	5	4	2	2		22
Stock boy		1	2	6	6	10	9	34
Suit case maker		1						1
Sugar sampler		1						1
Tag stamper						1		1
Tailor				1				1
Tank washer						1		1
Time keeper			2					2
Tinsmith	1	1	2	1	2	2		9
Umbrella steamer						1		1
Vulcanizer					1			1
Utility man		1				2	2	5
Waiter		1	1		1			3
Watchmaker or assistant						1		1
Warehouseman		1						1
Weigher		1		1	1			3
Welder							1	1
Wheelwright or assistant							1	1
Window dresser or assistant							2	2
Woodworker	1	2		1				4
Total								1232

NOTE—No or undefined occupations not included above: Some 240 workers in railroad, sash factory, saw mill, roofing company, sugar refinery, syrup factory, typewriter company, transfer company, art store, brewery, baking powder company, mill supply company, insurance company, art glass company, distilling company, cotton press, credit association, furniture company, coffee company, flour company, tobacco company, etc.

tive for self-development. In the absence of effective apprenticeship hundreds of boys in New Orleans are buffeted from job to job, with waste of time and strength. It is doubtful if there are many commercial occupations in New Orleans open to boys from 14 to 16 years of age, that afford very desirable training. It would be better if childhood and youth could be prolonged in school rather than in business. To learn, to be trained into habits of success, to grow, to play is the natural business of boys—not to be sacrificed to the demand for "cheaper and better industrial products."

Present Daily Occupations of Boys and Men in the Night Schools.

The fact that so many youths are in temporary positions renders all classifications or catalogings of this group tentative. It is of some value, however, in ascertaining how the daily occupations of the night school students are related to the courses given, to know the nature of these occupations, especially in the absence of trade-training in our night schools.

In Table XX are stated all of the different occupations arranged according to age groups.

A brief consideration of this table shows plainly these significant features regarding the occupations of night school students:

1. There is great diversity of occupation, some 150 different kinds of positions being included in this list. It is difficult in many occupations stated to distinguish between an artisan, helper and an apprentice. The manual occupations are well represented in diversity, but not in numbers. Opportunity exists for interesting larger groups of our trade workers in the night schools.

2. A large number of the younger boys, some 300, at 14, 15 and 16 years of age, are office, errand, bundle or check boys—occupations that give little training and pay about $3 per week.

3. A good fifth of the enrollment (289) are clerks of various kinds, as bill, sample, record, rate, order, postal, policy, file, entry, application and grocer clerks.

4. Machinists, electricians, carpenters, boilermakers, sheet iron workers, tinsmiths, plumbers, pipe fitters and their helpers or apprentices comprise a considerable group, about 150.

Stated Ambitions or Desired Occupations of Boys and Men in the Night Schools.

Answers to the question: "What would you most like to be or do and why?" were written by 1,350 students of the night schools. The analysis of these replies is suggestive in indicating the lines of interest of these boys and men. No adequate adjustment of curricula and methods can be made without some consideration of the predominant interests of the pupils. However, it is to be borne in mind that new offerings of opportunities for vocational training, properly presented to trades workers, doubtless would attract hundreds not now benefitted by the night schools. See Table XXI.

With reference to the present group it is observed that:

1. A great diversity of occupations is enumerated. Here is indicated the necessity of provision for ascertaining and cultivating the individual needs of the pupils.

2. The largest group, more than 500—more than a third of the whole number, includes those who would become mechanics, machinists, engineers, electricians, plumbers, carpenters.

3. Some 300 would become bookkeepers, stenographers, clerks, etc.

TABLE XXI

OCCUPATIONS DESIRED OR THE STATED AMBITIONS OF 1350 NIGHT SCHOOL BOYS AND MEN IN NEW ORLEANS

OCCUPATIONS	AGE							
	25+	20-25	18-20	17	16	15	14	Total No.
Architect	1	2	4	------	1	2	2	12
Artist and Cartoonist	------	1	3	------	7	1	------	12
Baker	------	------	------	------	------	4	3	7
Blacksmith	------	------	1	1	3	1	1	7
Bookkeeper	4	9	23	14	24	34	24	132
Boiler makers and iron workers	2	1	7	3	------	3	1	17
Butcher	------	------	------	2	5	------	5	12
Carpenter	2	1	1	1	2	5	15	27
Chauffuer	------	------	------	2	------	------	2	4
Chemist	5	3	1	2	2	2	4	19
Civil Service	1	1	8	5	5	1	1	22
Clerk	6	2	11	7	17	17	20	80
Contractor	1	2	------	------	3	1	------	7
Draftsmen, mechanical and architectural	4	8	13	4	5	5	2	41
Drummer	------	------	1	4	7	5	3	20
Engineer	7	9	14	18	14	34	19	115
Engineer, locomotive	------	1	2	3	1	2	5	14
Engineer, civil	------	5	4	5	6	11	2	33
Electrician	1	7	13	14	21	32	12	100
Farmer	1	3	------	1	------	2	1	8
Journalist	------	1	2	------	------	1	------	4
Lawyer	------	2	2	4	6	6	10	30
Lumber	------	------	2	------	------	1	------	3
Mechanic or machinist	1	9	24	23	35	35	35	162
Office manager	------	2	1	3	2	------	------	8
Painter	------	------	1	------	2	3	------	6
Pharmacist	------	1	1	2	4	4	4	16
Photo engraver	------	3	------	------	1	2	------	6
Plumber or pipe fitter	------	1	3	4	10	25	11	54
Printer	------	------	1	------	6	12	4	23
Salesmen	2	8	2	4	3	3	2	24
Stenographer	2	4	7	11	15	18	14	71
Telegraph operator	------	------	------	1	6	8	8	23
Merchant or business man	2	6	1	6	5	7	3	30
Miscellaneous, Note *	6	17	35	20	27	53	45	201
Total	48	109	188	164	245	339	257	1350

*Numbers in parentheses () indicate ages:

(25 and up) Foreman 1, millwright 1, advertising manager 1, brewer 1, motorman 1, claim agent 1; total 6.

(20-25) Accountant 1, doctor 2, entomologist 1, grocer 1, paper hanger 1, pharmacist 1, policeman 1, ship inspector 1, translator 1, suit case maker 1, traffic expert 1, salesman 1, rice grader 2, unclassified 2; total 17.

(18-20) Ball player 1, banking 1, bottling 1, cabinet maker 3, dentist 1, doctor 1, drummer 1, foreman 1, furniture 1, gas engineer 1, hardware dealer 2, insurance 2, lumber 2, musician 1, mustard manufacturer 1, piano repairer 1, professor 1, reporter 1, translator 1, telephone operator 1, tinsmith 1, wireless operator 1, watchman 1, railroad official 2, salesman 2, unclassified 3; total 35.

(17) Ball player 1, barber 1, blacksmith 1, book binder 1, broom maker 1, dental supplies 1, doctor 1, grocer 2, linotyper 1, mining engineer 1, optician 1, shirt cutter 1, translator 1, broker 2, tailor 1, tinsmith 1, refrigerating engineer 1, unclassified 1; total 20.

(16) Banking 3, book binder 2, cabinet maker 1, clothing 1, doctor 1, florist 1, lumber 1, macaroni dryer 1, marble cutter 1, musician 1, photographer 1, sawyer 1, translator 1, suit case maker 1, tinsmith 1, wood cutter 1, railroad official 2, rectifier 2, tile setter 1, others 3; total 27.

(15) Aviator 1, ball player 1, banking 3, barber 2, bed maker 1, broom maker 1, cabinet maker 3, civil service 1, contractor 1, dairyman 1, doctor 4, decorator 1, fireman 3, floor walker 1, finisher 1, hardware dealer 1, insurance 1, linotyper 2, musician 2, policeman 1, soldier 1, sailor 1, switchman 1, sign maker 3, broker 3, tinsmith 1, agent 2, railroad 2, window dresser 2, jeweler 1, actor 2, glazier 1; total 52.

(14) Accountant 1, ball player 2, barber 2, bar pilot 1, book binder 1, cabinet maker 2, doctor 2, drayman 1, drummer 3, fireman 2, grocer 3, gold plater 1, longshoreman 2, messenger 1, molasses buyer 1, multigraph operator 1, musician 1, optician 1, piano repairer 1, prize fighter 1, shoemaker 2, sign maker 2, tailor 1, veterinarian 1, wireless operator 1, watchmaker 2, jeweler 1, agent 1, glazier 1, wheelwright 1, unclassified 1· total 44.

VII.

EDUCATION IS FOR THE MASSES.

We can not find in industrial training a panacea for all of our social evils. If, however, we succeed in getting away from the obsolete conception that public education exists chiefly for preparation of a relatively small group of boys and girls for general culture purposes, or for the professions, teaching, law, medicine, or else to fill positions as clerks, bookkeepers and stenographers, we shall then do more for that 90 per cent. of our pupils who never finish the high school, and for that majority of our boys who do not even complete the grammar grades. Our education in school and home in New Orleans needs to take hold of the humbler vocations of life. If we cannot give young boys intensive preparation in occupations we can give them training in habits of success, a desire to rise and by vocational guidance a review of the fields open to them. This is better than inculcating distaste for school, the habit of failure and haphazard entry into occupations.

The magnitude of modern educational systems—city, state or denominational—and the baffling complexity of problems daily confronting professional educators, leave little time to practical workers in the field for theorizing about ideals and motives of formal education. Pioneers in educational theory, such men as Plato, Comenius, Rousseau, Loyola, Pestalozzi, Spencer, are to-day lacking, The contemporaneous theorist, whether in the university or out of it, who is apart from the daily struggle in controlling scores or hundreds of schools and classes, and apart from the work of the teacher, can not easily temper our practice with sound theory or do the work of the pioneers.

It has come about in the mind of the public that some confusion and ignorance exist about the nature and aims of vocational education in its numerous aspects. There is the over-enthusiastic advocate of manual training who is unable to measure its limitations or to confine to its natural sphere this valuable educational method; a good course in "manual training," he thinks, is the kernel in the best of vocational training. Worse, there is the citizen to whom the term "vocational edu-

cation'' vaguely spells ''commercial college.'' The kind of a school where stenography, bookkeeping and typewriting are taught honestly is a phase of legitimate vocational education, but there is a type of business school or college the aim of which is not education, but rather imposition and extortion, practiced upon struggling girls and youth. Equally abominable are alleged ''trade'' schools run for profit by promoters who fraudulently profess to teach a trade—bricklaying, carpentering, plumbing—within a few weeks, for a cash consideration paid in advance. Agricultural education has been so long and so well supported by the state and the federal governments that in the minds of some it comprises the most of vocational education. In a sense, normal schools, law, theological, medical and engineering schools are all vocational schools. Formerly the study of Latin was a matter of utility and vocation. It is not surprising that glee and a superior attitude of criticism toward vocational education is sometimes exhibited by extreme exponents of Latin-mathematical-classical training for the majority of boys and girls. In the present state of development of the concept of vocational education an affectation of pseudo-culture is easily assumed by educational pharisees, but it may become genuinely dangerous to the public welfare when needed funds are directed to its expression. Perhaps the situation is the more complicated because here and there in the mass of teachers may be found disputants who look upon the school system more as a supply-source of positions and livelihood than as a system existing primarily for the development of the masses of children and youth.

Mistakes will be made in installing vocational education; an experimental stage must be passed in its renaissance. The successful development of public understanding of the necessary basis of morality, culture, health and efficiency, found in wise vocational training, continues to grow by leaps and bounds. The old curriculum of Latin, Greek and mathematics still has its unique place and value for a few students with interest and time to follow these to fruition. However, in spite of the clamor and Ciceronian attacks of classicists upon the ''superficiality,'' the ''coarseness,'' the ''lack of mental discipline,'' the ''utilitarian spirit,'' the horrid errors of grammar or rhetoric that word-conscious critics perceive in the writings of progres-

sive educational spirits, to-day Latin and algebra and higher mathematics can no longer be foisted upon thousands of unwilling high school and normal school and college students merely in the name of an alleged culture. The movement in behalf of a broader culture and of a sound vocational education is world-wide and irresistible.

In a sense all education is vocational. Right efforts to develop, discipline, teach, train, inspire are of present value to childhood and youth in the happiness of the doing, but efficiency in life exhibited in some vocation is the ultimate aim. Only when the direction of vocational education is in the hands of superficial minds is there actual danger of "commercializing" education, of adopting a crass utility as the ideal. Education that is contrary to fundamental needs in human survival and evolution must run only a short course. Though remote in time from the beginnings, our modern professions and vocations hark back to man's simple needs. The most primitive needs of man were expressed in the quest and inventions of food, clothing, shelter, transportation, companionship. Far back, with the increase of knowledge and man's power there also developed consciously the needs for religion, morality, law and art. Life to-day is amazingly complex and in our attempt to prepare children for life the fundamental value of a useful vocation, rather than antlike activity that accomplishes nothing with mankind, is a principle not to be forgotten.

This is a broader vision of vocational education than to think of it confusedly as some short avenue to a commercial position or to superficial success. Education for vocation, or for life, should enable a man or woman to bear the burden of life rather than to become a parasite; it tends to develop health, independence, ambition, active morality. This aim in education includes the desire to do some one thing well, perhaps better than any one else, and by the exercise of this trained ability to make a contribution to the betterment of human life. This conception of education forever banishes the false notion that education is merely for the favored few, for "gentlemen's sons." It opens new possibilities in the adjustment of individual capacity and opportunity to the various employments and dignifies these with importance, whether these vocations be those of the farmer, the

mechanic, the seamstress, the cook, the mill hand, the sailor, the stenographer, the actor, the home maker, the engineer, the writer, the teacher, the lawyer, the doctor, or the minister.

The public schools are intended to serve the masses. Vocational education is not merely to be added to our present system of public education. The existing system needs renovation from kindergarten to university, until wise articulation of the vocational aim with the disciplinary and culture-aims has been effected. This undertaking in New Orleans, as in other cities, is complicated and difficult. Courses of study, preparation and selection of teachers and officials, the choice of sites and plan of buildings, the purchase of supplies and equipment, the problems of finance—all these topics suggest unanswered questions remaining to be solved in a courageous but coöperative spirit.

VIII.

FORTHCOMING DELGADO STUDIES.

Future numbers of these studies, of which this Part One is the introduction, will contain further data bearing upon the establishment of the Isaac Delgado Central Trades School, in its various departments. Data are being gathered concerning:

INDUSTRIES IN NEW ORLEANS.

BUILDINGS, EQUIPMENT AND ORGANIZATION OF BEST TRADES SCHOOLS IN OTHER CITIES.

SPECIAL PROBLEMS CONCERNING VOCATIONAL AND TRADE EDUCATION IN NEW ORLEANS.

Part One

Vocational Survey

FOR

The Isaac Delgado Central Trades School

Facts About the Public Schools of New Orleans in Relation to Vocation

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Published by the

Commission Council, New Orleans

June 1914